

Introduction: The chart below outlines the content of the grade-by-grade, month-by-month structure of this curriculum guide.

Grade:	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Content standards indicate what all students should know, understand, and be able to do. Individual Library-Information Literacy Standards 1-5 are emphasized on a month-by-month, grade-by-grade basis.	Benchmarks define our expectations for students' knowledge and skills along a developmental continuum in each content area. That continuum is focused at three points – the end of grade 4, the end of grade 8, and upon graduation (grade 12). The Essential Learning Expectations are specific statements of what all students should know and be able to do at a grade level. They describe a learning progression leading to a Benchmark. Terms in the Vocabulary column represent the words and ideas that a teacher and/or student should understand in relation to the ideas contained in the benchmarks and ELE statements. For Information Literacy/Library Media Content Standards 1, 2, and 3 the terms "plan," "do," and "review" refer to the Super3™ steps. Beginning in Grade 3, the Big6™ steps are introduced in the Vocabulary column. Visit www.big6.com for resources			Suggested assessment strategies will appear in each grade level and month table. Comprehensive systems of assessment, formative to summative, include formal and informal assessment as well as student generated evidence of learning.	Suggested reporting tools and approaches will appear in each grade level and month table.
October						
November						
December						
January						
February						
March						
April						
May/June						

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

Each Information Literacy/Library Media Standard is correlated to the College and Career Readiness Anchor Standards for English Language Arts and the Mathematical practices

Performance Rubrics

The rubrics contained in this framework establish a set of criteria describing students' performance, along a continuum from novice to advanced, that define how well they apply the knowledge and skills contained in the Essential Learning Expectations (ELE). In order to use these generic, analytical rubrics the teacher-librarian or classroom teacher must revise and customize them for specific tasks and assignments. Performance levels define the achievement in broad, general terms and address the question: "How well does a student apply the skills and processes expressed in the standards?" Novice level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark. Nearing Proficiency denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark. "Proficient" denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter. "Advanced" denotes superior performance.

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
August/September	Overview: Standards 1-5		n/a		Pre-test and formative assessments	assignment grades feedback forms self-assessments test reports

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
October	Standard 1: Students must identify the task and determine the resources needed.	Benchmark 1, Upon Graduation: Define the problem. Benchmark 2, End of Grade 12: Determine the nature and extent of information needed. Benchmark 3, End of Grade 12: Evaluate and select appropriate resources.	1.A. develop a range of questions 1.B. formulate keywords within the problem 1.C. validate usefulness of keywords 1.D. narrow/broaden the topic based on initial results 1.E. use prior and background knowledge 1.F. assess need for more or less information 2.A. compile a list of possible resources (e.g., print, nonprint and digital) 2.B. develop essential questions which go beyond facts (probing questions) into the problem 3.A. identify accurate information (relevance, appropriateness, detail, currency, authority, bias) 3.B. evaluate all selected topic-related resources based on task criteria 3.C. distinguish between and incorporate appropriate primary/secondary sources 3.D. reevaluate the problem and resources, refine if needed 3.E. select appropriate resources to solve the problem	Benchmark 1, intellectual freedom, propaganda, banned books, challenged books, Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis. Benchmark 2, probing questions, task definition Benchmark 3, RADCA (relevance, appropriateness, detail, currency, authority and bias) primary/secondary sources, location and access	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u> Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>Grade Level Standards for Speaking and Listening</u> Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 1d. Respond thoughtfully to diverse perspectives, with specific attention to culture, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and</p>	<p><u>Mathematical Practices</u> 1. Makes sense of problems and persevere in solving them. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics.</p>

English Language Arts/Literacy	Mathematical Practices
<p>accuracy of each source.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	

Standard 1 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Define the problem.	A. develop a limited range of basic questions B. formulate few basic keywords and phrases related to the problem C. identify usefulness of keywords D. struggle to broaden or narrow topic E. have limited prior and background knowledge and seldom apply it to the problem F. assess need for more or less need for information with frequent errors	A. develop a limited range of questions B. formulate some keywords and phrases related to the problem C. describe usefulness of keywords D. broaden or narrow topic with limited skill E. sometimes use prior and background knowledge F. assess need for more or less need for information with some errors	A. develop a range of questions B. formulate keywords C. validate usefulness of keywords D. narrow/broaden the topic based on initial results E. use prior and background knowledge F. assess need for more or less information	A. develop a range of sophisticated questions B. formulate and authenticate keywords and phrases related to the problem C. critique usefulness of keywords D. assess whether the topic is too narrow/broad and adjust accordingly E. interpret prior and background knowledge F. assess need for more or less information and will adapt accordingly
2. Determine the nature and extent of information needed.	A. compile a list of few resources B. develop questions that may be unrelated to the problem	A. compile a limited list of possible resources B. develop vague essential questions loosely related to the problem	A. compile a list of possible resources B. develop essential questions which include and go beyond factual information	A. compile an extensive, varied list of possible resources B. develop complex, essential questions related to the problem
3. Evaluate and select appropriate resources.	A. struggle to identify information as accurate B. evaluate few topic-related resources C. distinguish between and rarely incorporate both primary and secondary sources D. reevaluate the problems and resources, refine with limited success E. select minimal relevant resources	A. sometimes identify information as accurate B. evaluate some topic-related resources based on task criteria C. distinguish between and sometimes incorporate appropriate primary/ secondary sources D. sometimes reevaluate the problems and resources, refine if needed E. select some resources to solve the problem	A. identify accurate information B. evaluate all topic-related resources based on task criteria C. distinguish between and incorporate appropriate primary/ secondary sources D. reevaluate the problems and resources, refine if needed E. select appropriate resources to solve the problem	A. discriminate the accuracy of information B. determine the applicability of all topic-related resources to the task criteria C. creatively incorporate appropriate primary/secondary sources D. reevaluate/refine the problem and appropriate resources proactively E. select unique resources to solve the problem

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
November	Standard 2: Students will locate sources, use information and present findings.	<p>Benchmark 1, Upon Graduation: Locate multiple resources using a variety of search tools.</p> <p>Benchmark 2, Upon Graduation: Evaluate resources.</p> <p>Benchmark 3, Upon Graduation: Locate information within a wide variety of resources.</p> <p>Benchmark 4, Upon Graduation: Extract information from a wide variety of resources needed to solve the problem.</p> <p>Benchmark 5, Upon Graduation: Organize and manage information from a wide variety of sources to solve the problem.</p> <p>Benchmark 6, Upon Graduation: Create and defend a product that presents findings.</p>	<p>1.A. utilize library facility 1.B. participate in Library/Media orientation 1.C. demonstrate ability to access and search available print and nonprint material including the library catalog (using advanced searches) 1.D. demonstrate ability to access and search available digital resources 1.E. differentiate between subscription and free Web resources 1.F. navigate within a digital database 1.G. narrow search results using limiters within a digital search 1.H. perform an advanced search using search engine(s) and digital database(s) 2.A. follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias 2.B. identify and discuss the domain within the URL 2.C. follow evaluative criteria to match the resource to the task 3.A. sort within selected digital databases (e.g., relevance, date, publication, author) 3.B. choose keywords to locate and cross reference information to match the task (e.g., index, table of contents, glossary) 3.C. identify divergent perspectives during information gathering 3.D. record location of information within resources 4.A. read, view and listen to make inferences 4.B. gather information relevant to the formulated questions 4.C. determine the correct usage of summaries, paraphrases and direct quotations, then replicate 4.D. cite each source 4.E. assess information extracted to solve the problem 5.A. sort and categorize gathered information (e.g., graphic organizers, note cards, outline) 5.B. review and refine the gathered information 6.A. choose the appropriate medium for presentation based on audience (e.g., oral, written, or digital) 6.B. create original product 6.C. evaluate the process, refine if needed 6.D. present and defend the product</p>	<p>Benchmark 1, free Web resources, limiters/advanced search (e.g., Boolean, quotations, etc.), database, search engines, location and access</p> <p>Benchmark 2, domain, URL, evaluative criteria, information seeking strategies.</p> <p>Benchmark 3, cross reference (e.g., see and see-also, related terms, related subjects), divergent perspectives, information seeking strategies</p> <p>Benchmark 4, inference, paraphrase, summary, direct quotation, use of information</p> <p>Benchmark 5, graphic organizers, note cards, outline, synthesis</p> <p>Benchmark 6, synthesis</p>	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, or how American Indian treaty language differs from everyday speech). 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Onondaga Chief Canassatego’s address “On Colonizing Education”), including how they address related themes and concepts. 	<ol style="list-style-type: none"> 1. Makes sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 5. Use appropriate tools strategically. 6. Attend to precision.

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined</p>	

English Language Arts/Literacy	Mathematical Practices
<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research.</p> <p>9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s <i>Fools Crow</i>, the author retells the Pikuni traditional story, “Star Boy.”).</p> <p>9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, with specific attention to culture, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)</p>	

Standard 2 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Locate multiple resources using a variety of search tools.	<p>A. rarely utilize library/media facility appropriately</p> <p>B. unlikely to participate in library/media orientation without guidance</p> <p>C. struggle to access and search available print and non-print material including the library catalog without guidance</p> <p>D. struggle to access and search available digital resources without guidance</p> <p>E. struggle to differentiate between subscription and free Web resources without guidance</p> <p>F. struggles to navigate within a digital database without guidance</p> <p>G. struggles to narrow search results using limiters within a digital search without guidance</p> <p>H. struggles to perform an advanced search using search engine(s) and digital database(s)</p>	<p>A. occasionally utilize library/media facility appropriately</p> <p>B. participate in library/media orientation with guidance</p> <p>C. access and search available print and non-print material including the library catalog with guidance</p> <p>D. access and search available digital resources with guidance</p> <p>E. differentiate between subscription and free Web resources with guidance</p> <p>F. navigate within a digital database with guidance</p> <p>G. narrow search results using limiters within a digital search with guidance</p> <p>H. perform an advanced search using search engine (s) and digital database (s) with guidance</p>	<p>A. utilize library/media facility</p> <p>B. participate in library/media orientation</p> <p>C. demonstrate ability to access and search available print and nonprint material including the library catalog</p> <p>D. demonstrate ability to access and search available digital resources</p> <p>E. differentiate between subscription and free Web resources</p> <p>F. navigate within a digital database</p> <p>G. narrow search results using limiters within a digital search</p> <p>H. perform an advanced search using search engine (s) and digital database (s)</p>	<p>A. consistently utilize library/media facility and other community resources</p> <p>B. actively participate in library/media orientation</p> <p>C. independently access and search available print and non-print material including the library catalog</p> <p>D. independently access and search available digital resources</p> <p>E. discriminate between subscription and free Web resources</p> <p>F. independently navigate within a digital database</p> <p>G. independently narrow search results using limiters within a digital search</p> <p>H. initiate advanced searches using search engine (s) and digital database(s)</p>
2. Evaluate resources.	<p>A. understand few criteria for resource evaluation (accuracy, relevance, authority, detail, currency, bias) and struggles to apply without guidance</p> <p>B. unlikely to identify the domain within the url without guidance</p> <p>C. struggle to follow evaluative criteria to match the resource to the task</p>	<p>A. follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias with guidance</p> <p>B. likely to identify and discuss the domain within the url</p> <p>C. inconsistently follow evaluative criteria to match the resource to the task</p>	<p>A. follow criteria to evaluate resource for accuracy, relevance, authority, detail, currency, bias</p> <p>B. identify and discuss the domain within the url</p> <p>C. follow evaluative criteria to match the resource to the task</p>	<p>A. understand and apply criteria for resource evaluation for (accuracy, relevance, authority, detail, currency, bias)</p> <p>B. evaluate and differentiate the domain within the url for unique application</p> <p>C. consistently follow evaluative criteria to match the resource to the task</p>



Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
3. Locate information within a wide variety of resources.	<p>A. struggle to sort within selected digital databases without guidance</p> <p>B. struggle to choose keywords to locate and cross-reference information to match the task without guidance</p> <p>C. rarely identify divergent perspectives during information gathering</p> <p>D. struggle to effectively record location of information within resources</p>	<p>A. sort within selected digital databases with guidance</p> <p>B. choose keywords to locate and cross-reference information to match the task with guidance</p> <p>C. identify limited divergent perspectives during information gathering</p> <p>D. inconsistently record location of information within resources</p>	<p>A. sort within selected digital databases</p> <p>B. choose keywords to locate and cross-reference information to match the task</p> <p>C. identify divergent perspectives during information gathering</p> <p>D. record location of information within resources</p>	<p>A. use a variety of sort techniques within selected digital databases</p> <p>B. use keywords to locate and cross-reference information to match the task</p> <p>C. identify with and incorporate divergent perspectives during information gathering</p> <p>D. consistently record location of information within resources</p>
4. Extract information from a wide variety of resources needed to solve the problem.	<p>A. struggle to make inferences from what is read, viewed or heard</p> <p>B. gather limited information not necessarily relevant to the formulated questions</p> <p>C. struggle to explain the difference between summaries, paraphrases and direct quotations</p> <p>D. rarely cite sources</p> <p>E. struggle to assess information extracted to solve the problem</p>	<p>A. likely to make inferences from what is read, viewed or heard.</p> <p>B. gather limited information relevant to the formulated questions</p> <p>C. explain the difference between summaries, paraphrases and direct quotations</p> <p>D. cite some sources</p> <p>E. likely to assess information extracted to solve the problem</p>	<p>A. read, view and listen to make inferences</p> <p>B. gather information relevant to the formulated questions</p> <p>C. determine the correct usage of summaries, paraphrases and direct quotations</p> <p>D. cite each source</p> <p>E. assess information extracted to solve the problem</p>	<p>A. formulate inferences from what is read, viewed or heard</p> <p>B. gather a rich variety of information directly relevant to the formulated questions</p> <p>C. consistently summarize, paraphrase and/or directly quote facts and details</p> <p>D. accurately cite each source</p> <p>E. assess information extracted to creatively solve the problem</p>
5. Organize and manage information from a wide variety of sources to solve the problem.	<p>A. struggle to sort and categorize some gathered information</p> <p>B. struggle to review and refine the gathered information.</p>	<p>A. sort and categorize gathered information with some success</p> <p>B. review and refine the gathered information with guidance</p>	<p>A. sort and categorize gathered information</p> <p>B. review and refine the gathered information</p>	<p>A. independently sort, categorize, and prioritize gathered information</p> <p>B. continually review and refine the gathered information</p>
6. Create and defend a product that presents findings.	<p>A. choose the medium for presentation regardless of audience</p> <p>B. create original product to meet minimal task requirements.</p> <p>C. struggle to apply limited understanding of the process</p> <p>D. struggle to present a final product in appropriate format</p>	<p>A. choose the appropriate medium for presentation with some consideration for audience</p> <p>B. create original product to meet most task requirements</p> <p>C. evaluate the process, refine with guidance</p> <p>D. present the product, but struggle to defend</p>	<p>A. choose the appropriate medium for presentation based on audience</p> <p>B. create original product</p> <p>C. evaluate the process, refine if needed</p> <p>D. present and defend the product</p>	<p>A. choose a unique medium for presentation anticipating the reaction of the audience</p> <p>B. create high-quality original product</p> <p>C. continually evaluate and refine the process</p> <p>D. present and defend a quality product</p>

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
December	Standard 3: Students will evaluate the product and learning process.	Benchmark 1, Upon Graduation: Assess the quality and effectiveness of the product. Benchmark 2, Upon Graduation: Evaluate the process in order to revise strategies.	1.A. use guidelines to self-assess the product 1.B. use guidelines to compare self-assessment to teacher and peer evaluation (e.g., rubrics, wikis, blogs, class discussion) 1.C. revise, edit, rewrite based on assessments (self, peer, teacher) 2.A. examine the strengths and weaknesses of the process 2.B. evaluate time management throughout the process 2.C. reflect on the process to make improvements	Benchmark 1, rubrics, wikis, blogs, evaluation Benchmark 2, time management, evaluation	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p>Grade Level Standards for Writing Production and Distribution of Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.) Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Grade Level Standards for Speaking and Listening Comprehension and Collaboration 3. Evaluate a speaker's point of view, reasoning, and</p>	<p>1. Makes sense of problems and persevere in solving them. 8. Look for and express regularity in repeated reasoning.</p>

English Language Arts/Literacy	Mathematical Practices
use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence.	

Standard 3 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Assess the quality and effectiveness of the product.	A. unlikely to self-assess the product accurately B. be unlikely to compare self-assessment to teacher and peer evaluations C. be unlikely to revise, edit, rewrite	A. be likely to use guidelines to realistically self-assess the product B. compare self-assessment to teacher and peer evaluations with guidance C. be likely to revise, edit, or rewrite based on assessments	A. use guidelines to self-assess the product B. use guidelines to compare self-assessment to teacher and peer evaluations C. revise, edit rewrite based on assessments	A. accurately self-assess the product B. engage in a detailed comparison between self-assessment and teacher and peer evaluations C. independently revise, edit, rewrite based on peer, teacher and self-assessment
2. Evaluate the process in order to revise strategies.	A. be unlikely to examine the strengths and weaknesses of the process B. be unlikely to evaluate time management throughout the process C. struggle to reflect on the process to make improvements	A. be likely to examine the strengths and weaknesses of the process B. be likely to evaluate time management at some point during the process C. inconsistently reflect on the process to make improvements	A. examine the strengths and weaknesses of the process B. evaluate time management throughout the process C. reflect on the process to make improvements	A. critically examine the strengths and weaknesses of the process B. consistently evaluate and refine time management throughout the process C. consistently reflect on the process to make improvements

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
January	Review and Assessment				Interim: TRAILS	TRAILS report

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
February and March	Standard 4: Students will use information safely, ethically and legally.	Benchmark 1, Upon Graduation: Legally obtain, store and disseminate text, data, images or sounds. Benchmark 2, Upon Graduation: Follow copyright laws and fair use guidelines when using the intellectual property of others. Benchmark 3, Upon Graduation: Participate and collaborate in intellectual and social networks following safe and accepted practices.	1.A. respect intellectual property 1.B. adhere to acceptable use policies (e.g., technology/media, loan policies) 1.C. demonstrate safe and ethical Internet use 1.D. use information and technology responsibly 2.A. use summarizing, paraphrasing and direct quotes correctly 2.B. use in-text citation (e.g., parenthetical citation) correctly 2.C. produce components for a citation source (e.g., MLA, APA) 2.D. credit the intellectual property of others (e.g., video, music, Web site, audio, digital, artwork, photography, interview, presentations) 2.E. adhere to copyright laws (e.g., fair use, creative commons, plagiarism, public domain) 3.A. apply netiquette guidelines in online settings (e.g., blogs, wikis, Web 2.0) 3.B. collaborate and participate effectively within a safe, social environment (e.g., face to face, blended learning)	Benchmark 1, acceptable use policy (district specified), netiquette, location and access, use of information Benchmark 2, citation, parenthetical citation, intellectual property, fair use, creative commons, plagiarism, public domain, task definition, use of information, synthesis. Benchmark 3, digital citizenship, blended learning, Web 2.0, face to face, task definition, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Research to Build and Present Knowledge</p> <p>9. Draw evidence from literary or informational texts, including American Indian texts to support analysis,</p>	

English Language Arts/Literacy	Mathematical Practices
<p>reflection, and research.</p> <p>9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s <i>Fools Crow</i>, the author retells the Pikuni traditional story, “Star Boy.”).</p> <p>9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	

Standard 4 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Legally obtain, store and disseminate text, data, images or sounds.	A. demonstrate a vague understanding of intellectual property B. adhere to acceptable use policies in limited instances C. use the Internet safely and ethically in limited instances D. require monitoring to use information and technology responsibly	A. respect intellectual property inconsistently B. adhere to acceptable use policies inconsistently C. use the Internet safely and ethically in most instances D. use information and technology responsibly in most instances	A. respect intellectual property B. adhere to acceptable use policies C. demonstrate safe and ethical Internet use D. use information and technology responsibly	A. appreciate and respect intellectual property B. respect and adhere to acceptable use policies C. consistently use the Internet safely and ethically D. creatively use information and technology responsibly
2. Follow copyright laws and fair use guidelines when using the intellectual property of others.	A. use summarizing, paraphrasing and direct quotes inconsistently B. rarely use in-text citation C. rarely produce correct components for a citation source D. rarely credit the intellectual property of others E. apply copyright laws in limited instances	A. use summarizing, paraphrasing and direct quotes with increasing accuracy B. use in-text citation with increasing accuracy. C. be likely to produce components for a citation source D. usually credit the intellectual property of others E. adhere to copyright laws inconsistently	A. use summarizing, paraphrasing and direct quotes correctly B. use in-text citation correctly C. produce components for a citation source D. credit the intellectual property of others E. adhere to copyright laws	A. consistently use summarizing, paraphrasing and direct quotes correctly B. consistently use in-text citation C. consistently and accurately produce components for a citation source D. credit and appreciate the intellectual property of others E. understand and adhere to copyright laws
3. Participate and collaborate in intellectual and social networks following safe and accepted practices.	A. require supervision to apply netiquette guidelines in online settings B. require supervision to collaborate and participate effectively within a safe social environment	A. often apply netiquette guidelines in online setting B. collaborate and participate effectively within a safe social environment in most instances	A. apply netiquette guidelines in online setting B. collaborate and participate effectively within a safe social environment	A. consistently apply netiquette guidelines in online setting and appreciate the ramifications. B. responsibly collaborate and participate effectively within a safe social environment

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
April	Standard 5: Students must pursue personal interests through literature and other creative expressions.	Benchmark 1, Upon Graduation: Use and critique a variety of print and digital formats for pleasure and personal growth. Benchmark 2, Upon Graduation: Use and critique a variety of genres for pleasure and personal growth. Benchmark 3, Upon Graduation: Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians. Benchmark 4, Upon Graduation: Access and use resources and information from all types of information environments to pursue personal and creative interests.	1.A. explore a variety of formats based on personal interest 1.B. compare and contrast different formats (e.g., playaways, audio, digital, fiction, nonfiction) 2.A. self-select and critique literature in different genres 3.A. select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians 3.B. recognize and acknowledge cultural impact upon creative expression (e.g., art, tradition, religion, language) 3.C. compare and contrast examples of diversity in cultural expression 3.D. evaluate selected materials for cultural bias and authenticity 4.A. explore and define intellectual freedom (e.g., banned books, propaganda, challenged books) 4.B. access resources beyond the school library (e.g., online, digital, other libraries, interlibrary loan services, museums)	Benchmark 1, task definition, use of information, synthesis. Benchmark 2, genre, task definition, use of information, synthesis. Benchmark 3, creative expression, cultural expression, cultural bias, authenticity, location and access, use of information. Benchmark 4, intellectual freedom, propaganda, banned books, challenged books Interlibrary loan (ILL), information seeking strategies, location and access, use of information, synthesis	Formative	assignment grades feedback forms self-assessments

Correlation to the Montana Common Core Standards for English Language Arts/Literacy and Mathematical Practices

English Language Arts/Literacy	Mathematical Practices
<p><u>Grade Level Standards for Reading</u></p> <p>Craft and Structure</p> <p>6. Determine an author’s point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><u>Grade Level Standards for Writing</u></p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when</p>	<p>1. Makes sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p>

English Language Arts/Literacy	Mathematical Practices
<p>useful to aiding comprehension.</p> <p>2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

English Language Arts/Literacy	Mathematical Practices
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research.</p> <p>9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s <i>Fools Crow</i>, the author retells the Pikuni traditional story, “Star Boy.”).</p> <p>9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p><u>Grade Level Standards for Speaking and Listening Comprehension and Collaboration</u></p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, including culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	

Standard 5 Performance Rubrics

Criteria (Benchmark)	Novice	Nearing Proficiency	Proficient	Advanced
1. Use and critique a variety of print and digital formats for pleasure and personal growth.	A. rarely use varied formats based on personal interest B. compare and contrast different formats with guidance	A. explore a limited variety of formats based on personal interest B. likely to compare and contrast different formats	A. explore a variety of formats based on personal interest B. compare and contrast different formats	A. explore a diverse variety of formats based on personal interest B. compare and contrast different formats with a high level of sophistication
2. Use and critique a variety of genres for pleasure and personal growth.	A. struggle to select and critique literature in different genres	A. select and critique literature in different genres	A. self-select and critique literature in different genres	A. self-select and critique a variety of literature in different genres
3. Evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians.	A. select a limited variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. struggle to recognize and acknowledge cultural impact upon creative expression C. struggle to compare and contrast examples of diversity in cultural expression D. struggle to evaluate selected materials for cultural perspective and authenticity	A. select an increasing variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. sometimes recognize and acknowledge cultural impact upon creative expression C. incompletely compare and contrast examples of diversity in cultural expression D. inconsistently evaluate selected materials for cultural perspective and authenticity	A. select a variety of materials representing diverse cultures and viewpoints, including Montana American Indians B. recognize and acknowledge cultural impact upon creative expression C. compare and contrast examples of diversity in cultural expression D. evaluate selected materials for cultural perspective and authenticity	A. select a rich variety of materials representing diverse cultures and viewpoints including Montana American Indians B. recognize and acknowledge cultural impact upon creative expression C. compare and contrast examples of diversity in cultural expression with insight D. routinely evaluate selected materials for cultural perspective and authenticity
4. Access and use resources and information from all types of information environments to pursue personal and creative interests.	A. explore and discuss intellectual freedom with limited perspective B. infrequently access resources beyond the school library	A. explore and discuss intellectual freedom with guidance B. sporadically access resources beyond the school library	A. explore and discuss intellectual freedom B. access resources beyond the school library	A. appreciate and discuss intellectual freedom in-depth B. discriminately access a rich variety of resources beyond the school library

Month	Standard	Benchmarks	Essential Learning Expectations	Vocabulary	Assessment	Reporting
May/June	Culminating Projects and Assessment				Summative: TRAILS	TRAILS report

Indian Education for All Resources

In addition to providing alignment to the Montana Common Core Standards for Mathematical Practices and the English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, this guide provides a list of suggested Indian Education for All resources. The lists are not exhaustive or complete, but they suggest rich information and context for students to build awareness of the [Essential Understandings Regarding Montana Indians](#) and make connections to Montana's cultural heritage. Complete lists of materials provided to schools by the OPI Indian Education Division can be found on the [OPI Web site](#).